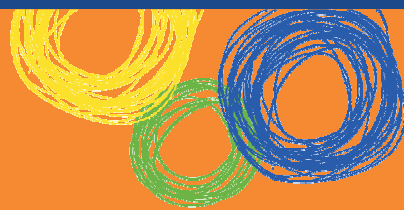


Isis District State High School (2063)

Queensland State School Reporting

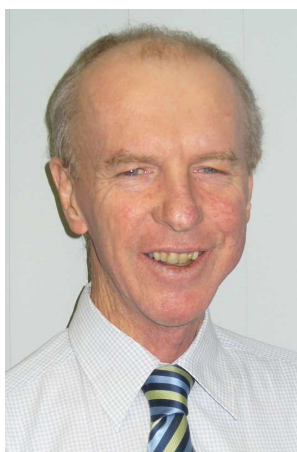
2012 School Annual Report



Postal address	3 Ridgway Street Childers 4660
Phone	(07) 4192 1222
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Email	the.principal@isisdistshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <i>My School</i> website and the Queensland Government data website. The school website is www.isisdistshs.eq.edu.au
Contact Person	Allan Cook (Principal)

Principal's foreword

Introduction



Isis District State High School emphasises focussed learning in the context of a supportive environment where partnerships between staff, students, parents/carers and community members share the responsibility for student learning and ongoing review of our practices.

Isis High, like other Queensland schools, reflect the community they serve and, as such, it is important that they report essential information on their operations and achievements that contribute to a greater community understanding and confidence. It also allows Queensland parents to receive information that may assist in making informed choices about schools.

Schools are required to provide a broad range of information to parents and the community by way of this School Annual Report on the previous year's achievements. The report that follows will include information that describes key aspects of:

- School context
- Staff profile
- Student performance

School progress towards its goals in 2012

In 2012, Isis District State High School completed its first full year of support through the *National Partnership Schools* program and has made significant progress towards meeting the goals of our Strategic Plan. These include:

- Significantly improved literacy and numeracy outcomes as measured by the annual testing program *National Assessment Program – Literacy and Numeracy (NAPLAN)*. For example, Isis High outcomes in four of the strands being tested were significantly better than the average Queensland score and comparable in the remaining one.
- Senior schooling achievement data improved or remained strong in comparison with other schools, including 91% of Year 12 students awarded a Queensland Certificate of Education and 85% of students awarded a vocational qualification.
- Strong pathways exist for students at the conclusion of school with 100% of students who wish to attend university being offered a placement and continuing strong training and employment pathways, for students, within the community
- English, Mathematics and Science from Year 8 to 10 commenced implementation of the Australian national curriculum using the *Curriculum to Classroom (C2C)* resources of the Department of Education, training and Employment.
- The use of learning technologies in the classroom was expanded with the first year of implementing the 'take home laptop' program. This saw over 90% of the target year level (Year 10) take up the opportunity to lease a school laptop, which greatly enhanced the use of computers in the classroom as well as complementing student use of the existing strong stock of school desktop computers.

Queensland State School Reporting

2012 School Annual Report



- The School-wide Positive Behaviour Support program provided a focus for teaching expected student behaviour and acknowledging positive actions of students which has resulted in a supportive and pro-active school climate that strengthens student well-being.
- An 'Alternative Program' of learning was successfully introduced to provide meaningful learning experiences for those students in Year 9 and 10 having difficulty in a the regular curriculum.
- Continuing provision of a broad range of extra-curricular programs and excursions to enrich students' school experiences.

Future outlook

Isis District State High School has identified the following significant areas of school action throughout the coming year:

- Enacting continuing school improvement through adopting a school-wide, consistent teaching practice (pedagogical framework) known as *The Art and Science of Teaching*
- A continuing focus on explicit student instruction in literacy and numeracy, ensuring teachers are continually well-skilled to deliver and that organisational arrangements work together to promote strong student outcomes
- Adding Year 8, 9 and 10 History to the existing suite of subjects (English, Mathematics and Science) taught as a part of the National Curriculum
- Ensuring a multitude of pathways exist for the diverse range of senior learners
- Support for students to gain a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA)
- Promoting the importance of regular school attendance by students (including the Queensland Government *Every Day Counts* strategy) and its significance towards maximising student achievement
- Expanding implementation of the *School Wide Positive Behaviour Program* to explicitly recognise and promote good student behaviour and enhance emotional social learning and values
- Support *Closing The Gap* strategies for maximising the engagement and achievement of indigenous students
- Expansion of the 'take home student laptop' program through a focus on provision of laptops to two year levels (Year 10 and 11) and 'flow over' to Year 12
- Continuing to build strong community confidence in the school



Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	452	237	215	89%
2011	429	225	204	91%
2012	420	216	204	89%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Students attending Isis District State High School come from the township of Childers (in which the school is situated) and the surrounding communities of Woodgate, Howard, Cordalba, Apple Tree Creek, Dallarnil and Booyal. Young people from Biggenden complete their senior schooling at Isis High following their completion of Year 10 at Biggenden State School. The great majority of students (80%) travel to and from school by bus.

Families have a diverse background including a significant proportion that rely on agriculture (sugar cane and small crops) or agriculture-related industries. The average socio-economic status of families with students attending Isis District State High School is lower than the Australian average and, as a result is supported by the Federal Government *National Partnerships Schools* program. The school has an Index of Community Socio-Economic Advantage (ICSEA) of 942 compared to the Australian average of 1000. During 2012, the school enrolment included 7% indigenous students. The school supported 29 students with a disability through its special education programs.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Year 4 – Year 10	20	19	19
Year 11 – Year 12	14	17	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	79	73	34
Long Suspensions - 6 to 20 days	11	9	14
Exclusions	1	0	1
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

In Year 8, 9 and 10 students complete a curriculum in English, Mathematics and Science that is consistent with the National Curriculum (syllabuses produced by the *Australian Curriculum Assessment and Reporting Authority*). In 2013, History has been added to this suite of subjects.

Year 8 and 9 students complete a 'junior phase of schooling' curriculum with a strong focus on literacy and numeracy skills. For subjects other than those linked to the National Curriculum, they are based on 'key learning areas' incorporating 'essential learnings' from *Queensland Studies Authority* syllabuses

Year 10 serves as a 'transition' year that concludes the junior phase and prepares students with the skills required for successful participation in the senior phase of learning.

Year 11 and 12 comprise the 'senior phase of learning'. This is based on a broad offering of academic subjects and a diverse array of accredited vocational education, offered within and external to the school. Senior students are also able to access vocational programs not able to be offered at the school, such as hairdressing and automotive, through the partnership School-TAFE Links program. The school also supports students participating in the School-based Traineeships and Apprenticeships in order to establish a career pathway on completion of school. Some subjects are able to be offered via virtual schooling or distance education.

All senior students are supported in planning an individual learning pathway to a viable post-school destination.

Extra curricular activities

The school encourages students to participate in a range of sporting activities in both the Bundaberg district competition and in the North Burnett regional competition that provides further representative opportunities.

In 2012, the Isis High Open Boy's Tennis team won a much treasured Bundaberg district premiership. In addition, 82 students gained representation in North Burnett district sporting teams, while 13 went on to be selected at a Wide Bay regional level. Of these, one student went on to represent the state of Queensland in national competition.

Cultural activities including a range of competitive speaking opportunities, an instrumental school Concert Band and school Strings Ensemble and an annual musical presentation.

The 2012 cultural presentation was the school presentation, *Cabaret!* (pictured right) in the Isis Cultural Centre. Students presented an 'all-singing, all-dancing' night of entertainment that was enhanced by the delightful catering of senior hospitality students. The many long hours of rehearsing and co-ordination obviously paid off in the high standard of the presentation. The 2013 year will see students participating in another high quality school presentation in August,

In addition, a myriad of further opportunities that enrich the school experience for students are offered such as participation in organised recess activities, the Maryborough Technology Challenge, Creative Generation Arts Awards, Isis High Cattle Club, Australian Business Week, numerous excursions and the like.



Involvement by staff and students in these activities supports student spirit, engagement and opportunity.

Our school at a glance

How Information and Communication Technologies (ICTs) are used to assist learning

Isis District State High School believes that ICTs and eLearning can be a wonderful enabler to improving student learning outcomes. A range of eLearning tools and teaching practices are used at Isis High to provide students with engaging, collaborative learning experiences. With the implementation of a 1-1 student 'take home laptop program' in Year 10 with extension to some students in Years 11 and 12, the school is now enjoying a ratio of access for one computer per student.



Students and staff at Isis High also utilise desktop computers in a variety of spaces in the school including the recently refurbished Resource Centre computer space and newly added computers to the Manual Arts laboratory. There are also numerous other labs and laptop pods that can be utilised during lessons. Classrooms and speciality areas have recently been upgraded to a level of technology that includes wireless access to the Department computer network with data projection facilities and equipment in the majority of classrooms.

In 2012, there was a focus on building the capacity of teaching staff in the area of e-learning. As a result, many staff members at Isis High have increased their usage of online learning environments. Many students now participate in online learning

spaces as virtual classrooms, allowing them to access their learning anytime, anyplace. The school also invested in 2012 in a new Head of Department – eLearning position which has allowed facilitated teacher access to professional development and guidance necessary to support students in making the most of ICT devices and eLearning teaching practices.

Social climate

Isis District State High School has a student *Responsible Behaviour Plan for Students* linked with clearly defined processes which monitor and modify negative behaviour and also identifies and acknowledges positive behaviour in students. The Plan was reviewed by the school community in 2012 and updated, prior to being endorsed by Education Queensland. Each year level is managed by a Year Level Co-ordinator and a Deputy Principal who meet weekly with other support staff to monitor student behaviour. Students experiencing difficulty engaging well in school are identified or referred to a fortnightly Student Welfare meeting which determines appropriate action for improvement.

The school has a strong anti-bullying philosophy based on open disclosure of information, intervention and support for all parties. This is fostered through a Year 8, Year 11 and Year 12 personal development program, as well as in specific subject areas in Year 9 and 10. This policy is regularly reviewed and updated and is vigorously promoted to students.

The National Partnership Schools program has allowed the appointment of a Head of Department (Student Services) to further support student welfare and well-being through various support programs and coordination of a range of other specialist staff including a guidance officer, school-based nurse, student support officers and a school chaplain.

As part of our National Partnership Strategic agenda the school has now completed its first full year of implementing the *School Wide Positive Behaviour Support* program. Features include:

- three school rules strongly promoted
- expected student behaviours are explicitly taught
- positive behaviour is acknowledged through incentive awards
- behaviour data regularly scrutinised for attention
- staff capability enhanced through continual skilling.

As a result, incentives and Merit Award presented in 2012:

- Incentive awards on Year Assembly: 80
- Semester 1 Merit Awards: 190
- Semester 2 Merit Awards: 210
- and several incentive excursions



The school also has a strong ethos encouraging 'democratic leadership'. An active, representative Student Council is highly effective and is supported by a Year 12 senior leadership program. This program emphasises personal leadership which is fostered through school activities whereby all students have the opportunity to participate, for example Australian Business Week and Senior Leadership Camp. Development of strong values is encouraged through participation in community activities such as in Anzac Day march (pictured above) and service.

School Opinion Survey data (see below) from students and parents consistently rate the school climate (including aspects of safety, fairness and behaviour) as better than or comparable to that of other similar schools throughout Queensland.

Our school at a glance

Parent, student and staff satisfaction with the school

Schools are required to conduct an annual *School Opinion Survey* each year where a random sample of students and parents, as well as staff members offer opinions on various aspects of school operation. The various reported measures below show strong satisfaction with the operation of Isis District State High School.

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	96.9%
this is a good school	100.0%
their child likes being at this school*	96.9%
their child feels safe at this school*	93.8%
their child's learning needs are being met at this school*	96.9%
their child is making good progress at this school*	93.8%
teachers at this school expect their child to do his or her best*	96.9%
teachers at this school provide their child with useful feedback about his or her school work*	87.5%
teachers at this school motivate their child to learn*	93.8%
teachers at this school treat students fairly*	96.9%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	96.9%
this school takes parents' opinions seriously*	96.8%
student behaviour is well managed at this school*	90.6%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%
Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	95.8%
they like being at their school*	92.9%
they feel safe at their school*	96.6%
their teachers motivate them to learn*	96.6%
their teachers expect them to do their best*	99.2%
their teachers provide them with useful feedback about their school work*	95.0%
teachers treat students fairly at their school*	90.6%
they can talk to their teachers about their concerns*	92.4%
their school takes students' opinions seriously*	90.5%
student behaviour is well managed at their school*	87.2%
their school looks for ways to improve*	96.6%
their school is well maintained*	95.0%
their school gives them opportunities to do interesting things*	95.7%

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	96.3%
with the individual staff morale items	89.2%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education



The school encourages regular 'three way' communication between teacher, student and parent. Parents are afforded the opportunity to request a teacher interview at any time.

In addition, there are two formal opportunities per year for parents and students to talk with teachers at a Parent-Teacher Interview evening. These occur early in Term 2 and Term 3.

Students receive three progress reports during the year. These include an Interim Report after Term 1 and a Semester Report at the conclusion of each of Semester 1 and Semester 2.

An effective Parents and Citizens' Association operates to support student learning through financial means and participation in strategic direction-setting within the school.

Isis District State High School aims to ensure parents and carers remain informed of school operations, events and celebrations. The school:

- Maintains a current school website that is aligned to the Department *Websites for Schools* platform
- Issues a three-page newsworthy School Newsletter every second Friday of the school year
- Utilises bulk SMS text messaging for urgent communication

In addition, there are a number of specific parent support groups that operate at a very successful level. For example,

- the CLiPs program involves the training of community volunteers in the teaching of reading who then work with students in need of literacy support for reading
- the Chaplaincy program coordinates a group of committed volunteers to provide breakfast for students once a week
- an indigenous support group provides ongoing assistance and advice.
- Parents and supporters often provide assistance to staff on a variety of excursions, including sport and music.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school has continued to ensure a strong commitment to reducing our 'environmental footprint' wherever possible.

Improved monitoring systems are being gradually introduced to the school in a bid to restrict wasteful usage of utilities. Solar panels have been installed on the Manual Arts building to supplement electricity usage and 'feedback' into the State electricity 'grid'. All fluorescent lights in the school have now been replaced with 'low energy' (T5) tubes. The school has recently installed two (2) 10,000 litre rainwater tanks as a part of the National Solar School Program.

	Environmental footprint indicators	
	Electricity (kWh)	Water(kL)
2009-2010	207,063	3,624
2010-2011	209,776	2,996
2011-2012	21,544	7,718

Our staff profile

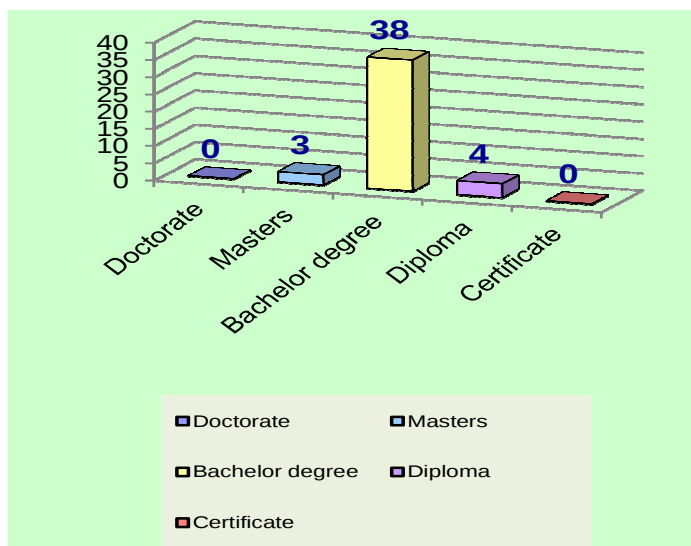
Staff composition, including Indigenous staff

School staff is its most important resource for facilitating positive student outcomes. Isis District State High School staff is a very effective group of people, committed to discharging their role to the highest capacity in support of students. The staff composition figures appear below:

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	40	25	<5
Full-time equivalents	37.6	16.3	<5

Qualifications of all teachers

Doctorate	0
Masters	3
Bachelor degree	38
Diploma	4
Certificate	0



NOTE: Actual numbers are graphed are higher than the full-time equivalent based at the school as itinerant specialist teachers are also included, as are all staff who also work a fractional component.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$23,498.

The major professional development activities are as follows:

- In-school professional activities
- Teacher mentoring and coaching
- Involvement in professional networks
- Workshop, seminar and conference attendance
- On-line learning

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.6%	96.3%	96.4%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government
☐ Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

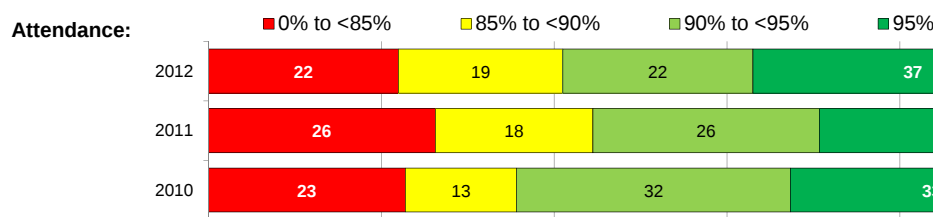
Key student outcomes

Student attendance				2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).				90%	88%	89%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.						
Student attendance rate for each year level (shown as a percentage)						
	Year 8	Year 9	Year 10	Year 11	Year 12	
2010	91%	89%	90%	90%	89%	
2011	90%	88%	86%	90%	88%	
2012	90%	89%	88%	89%	90%	

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Isis District State High School, school attendance is marked at the commencement of the school day through a roll group or student assembly. Attendance is then monitored during the day by teacher checking of students in every class. The school utilises the *ID Attend* electronic software attendance package, employs a teacher-aide to maintain the accuracy of student rolls and act as a 'point of contact' for matters relating to student attendance for students, parents/cares and school staff.

Students are able to leave during the day on request of a legitimate reason from parents/carers and are required to 'sign-out' from the school office.

When students are marked absent:

- from morning roll-marking, parents/carers will sent a SMS text message that same morning to inform them of their child's absence and request a reason for the absence
- during the day after being present in the morning (truant), parents will be contacted
- from school, parents/carers are to provide an explanation to the school for the absence and this is recorded and the absence is 'authorised' and when no reason is provided, the absence remains 'unexplained'
- for three or more days with no reason, a letter is sent to parents requesting an explanation of the student absence.

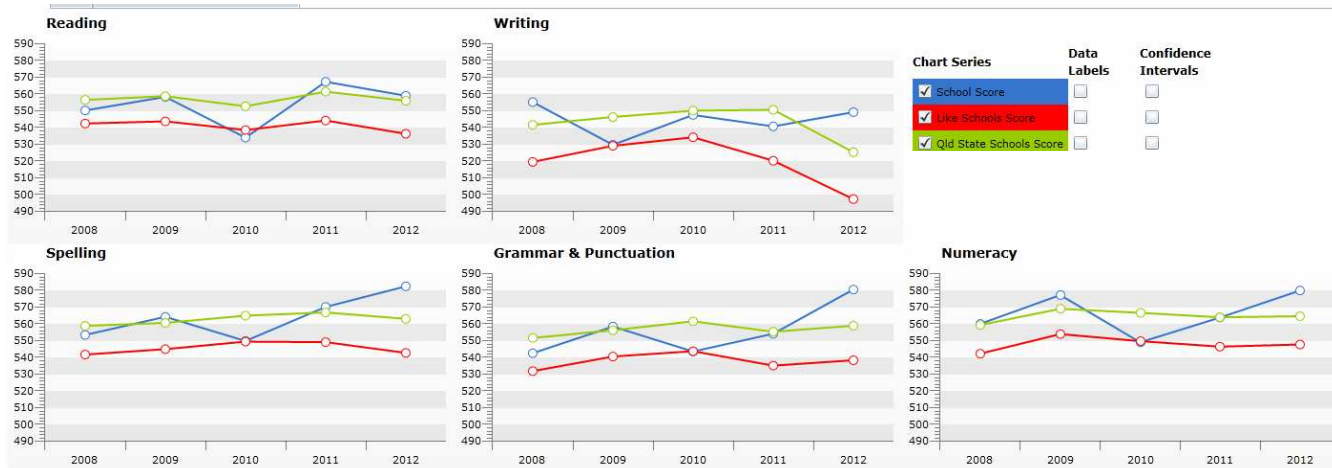
Regular school absence by students is overseen by the Head of Department (Student Services). Where students are absent regularly from school, parents are contacted by a member of the school staff member to request an interview to discuss how the student's school attendance might be improved.

The school has a serious commitment to the Education Queensland position that '*Every class every day, counts*' and seeks to maximise the regular school attendance of every student. Incentives are used to reward students for high rates of attendance.

Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our school has invested significant effort to ensure students are well prepared for lifelong learning by having strong literacy and numeracy skills. As a result, our school's students' scores in Year 9 on the National literacy and numeracy tests have shown significant improvement in recent years compared to Queensland and other similar (like) schools, as seen below.



Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

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Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Performance of our students

Achievement – Closing the Gap

The school's indigenous proportion of the total school enrolment during 2012 was 7%. Indigenous students have a lower retention rate between Year 10 and 12 compared to non-indigenous students. The attendance rate of indigenous students in 2012 was 81.3% compared to the non-indigenous rate of 89.6%.

Under the *National Partnerships Schools* program, Isis District State High School is actively progressing a range of strategies to 'close the gap' between indigenous and non-indigenous students. These include (but are not restricted to):

- employment of an indigenous teacher aide to provide an enhanced level of individual support to indigenous students
- Indigenous Learning Plans developed for all indigenous students that are regularly monitored and updated
- participation in indigenous cultural days and programs to assist Indigenous student participation through motivation and provision of information
- supporting scholarship applications for indigenous students

As a result of the work of the school, six indigenous students were awarded scholarships from the Queensland Aboriginal and Torres Strait Islander Foundation. These funds are provided to support students and schools to help close the gap in educational and employment outcomes between Indigenous and non-Indigenous Queenslanders.

School Vice-Captain Mitchell Avery (pictured with his award), was presented as the 2012 Indigenous Student of the Year for Bundaberg district secondary schools, sponsored by the Bundaberg Aboriginal Corporation. Mitchell received his award for demonstrating strong leadership capacity, high academic achievement and significant involvement in indigenous school activities. Mitchell is now studying on a scholarship at the Queensland University of Technology in Brisbane.



Apparent retention rates Year 10 to Year 12

	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	74%	81%	91%

Outcomes for our Year 12 cohorts

	2010	2011	2012
Number of students receiving a Senior Statement.	81	78	78
Number of students awarded a Queensland Certificate Individual Achievement.	0	6	1
Number of students receiving an Overall Position (OP).	31	27	40
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	7	11	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	66	62	67
Number of students awarded an Australian Qualification Framework Certificate II or above.	47	48	54
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	56	60	71
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0

Performance of our students

Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	77%	74%	75%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	90%	87%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	94%	100%

As at 2 May 2013. The above values exclude VISA students.

Overall Position Bands (OP)

	Number of students in each Band for OP 1 to 25.				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	3	7	14	6	1
2011	3	6	11	7	0
2012	9	11	10	9	1

As at 2 May 2013. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

	Number of students awarded certificates under the Australian Qualification Framework (AQF).		
	Certificate I	Certificate II	Certificate III or above
2010	56	46	1
2011	49	48	4
2012	52	54	2

As at 2 May 2013. The above values exclude VISA students.

Isis District State High School is proud of the vocational learning opportunities afforded to students in the senior phase of learning. In 2012, students were awarded the following nationally recognised vocational training qualifications:

Certificate I in Hospitality	Certificate II in Hospitality
Certificate II in Business	Certificate II in Rural Operations
Certificate I in Information, Digital media and Technology	Certificate I in Information Technology
Certificate II in Manufacturing Technology	

In addition, other students complete vocational qualifications through partnership with the Wide Bay Institute of TAFE and through completing school-based traineeships or apprenticeships.

Performance of our students



In 2012, one of our graduates from 2011, Ms Brydie Bauer was announced as a winner of a Federal Government award, the *Australian Vocational Student Prize* for her achievements in the vocational area while undertaking senior studies in the school.

Ms Bauer demonstrated a strong enthusiasm for achievement in the hospitality industry at school achieving both a Certificate III & IV in Hospitality while completing a school-based traineeship with the Woodgate Club. She was presented with her Certificate and a \$2000 cheque by Federal Member for Hinkler, Mr Paul Neville MP in September last year with Mr Steve Crawford (Manager of the Woodgate Club).

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

Most Isis District State High School students continue in secondary schooling through to the completion of Year 12. Some students, in conjunction with their families may make the decision that they would prefer to take advantage of other opportunities as an alternative to schooling. These students and families are provided with advice through the school administration and counselling through the school Guidance Officer to ensure any decisions made are based on reliable information and are well considered. At all times, the welfare and future pathways for students are primary considerations. Students and parents are advised of the requirements of the State Government's compulsory schooling requirements and compulsory participation ('learning or earning') legislation. Students who leave school early generally transition into employment, traineeships/apprenticeships or further training (Eg. TAFE, private organisations).

Isis District State High School takes pride in its preparation of young people to pursue viable pathways into their futures.



Isis District State High School School Captains 2012
Katy Cole (Vice), Grace Randell, Robert Suter, Mitchell Avery